

# Supplemental Services

## **What are Supplemental Educational Services?**

- Extra academic assistance for low-income students who are attending Title I schools that have failed to make Adequate Yearly Progress for three or more years.

## **Why Supplemental Services?**

- To ensure that students increase their academic achievement, particularly in reading, language arts, and mathematics.

## **Who is an eligible child?**

- Children from low-income families attending Title I schools in need of improvement.

## **What is a school “in need of improvement?”**

- The child’s school must have failed to make adequate yearly progress, as defined by the state, for two or more years.

## **Establishing Priorities**

- In some cases, when more students request services than the school district can fund, the school district must place a priority on serving students who are the lowest achieving.

## **How do schools pay for the supplemental services?**

- Either the amount the district receives in Title I funding per pupil child, or the cost of the services themselves, whichever cost is lower.
- Supplemental educational service = an amount equal to 5-15% of the Title I allocation.

## **Supplemental Services includes...**

- Tutoring
- Remediation
- Academic intervention

## **Do parents have permission to remove their child from school during the day to receive supplemental services?**

- No, supplementary service instruction must take place outside of the regular school day.

## **Parents’ rights**

- School districts must give parents good, easy-to understand information about supplemental services.
- Communication between parents and districts must occur at least annually.
- Parents should receive a copy of the state-approved list of supplemental services providers.

## **Role of the State**

- States are ultimately responsible for identifying the eligible supplemental services providers.
- State educational agencies must develop the objective criteria to be used in identifying eligible providers.
- States must work with districts on providing geographically relevant lists.
- States should consult with parents to promote participation and develop criteria for identifying providers.